

What is the mission of the program?

The Student Activities and Advocacy Office (SAA) is the hub for Associated Students of the College of Marin (ASCOM), registered student clubs, the Standards of Student Conduct, and a connection point for community resources and services. SAA is committed to facilitating learning that complements students' academic goals, while cultivating opportunities that support and reflect our diverse student population. Through engagement in ASCOM, clubs, purposeful and dynamic workshops and programs, and individual and group dialogue, students will enhance communication, critical thinking, social and organizational skills, and better understand responsibility for oneself and the community.

What are the goals of the program?

This area was reconfigured in the summer of 2015 with a name change and new portfolio. The following areas fall within SAA – Student Conduct, Associated Student of the College of Marin (ASCOM), student clubs, Emeritus Students of College of Marin (ESCOM), community resources and services formally managed within Single Stop, leadership and skill development workshops (ex. Student Success Speaker Series), Welcome Week events, and commencement.

As the new Director as of July 22, 2015, there were no prior documents found that outlined short-term or long-term goals for the area. As such, the goals of this area are still being developed and fall into three subsections due to the Office encompassing three distinct functional areas within Student Affairs – Student Activities, Community Resources and Services, and Student Conduct.

The one common goal that is overarching is building an infrastructure for the Office that is sustainable and manageable for student development, persistence, and success.

The more in-depth goals that have been considered and identified include the following:

Student Activities:

1. Develop a Welcome Week that connects students to resources, services, and departments on campus.
2. Increase student participation in ASCOM and participatory governance – bring visibility to the benefits of Associated Students, including the election process.
3. Increase participation in student clubs and campus programs.
4. Engage students through involvement in student conferences and meetings in the CCC system.
5. Increase workshops that address student needs, including, but not limited to wellness – food, shelter, healthy relationships, mental health, academic tips and tools, legal aid, leadership skill development, workforce preparation, and diversity education.

6. Develop intentional opportunities for students from historically marginalized communities and actively address inequity through leadership programs and student activities.
7. Update club registration process and management.
8. Create electronic forms for Student Activities, and make them accessible.
9. Evaluate risk management and create policies in consultation with legal counsel to mitigate risk.
10. Take proactive measures to create and support spaces and learning for historically marginalized populations.
11. Create a dynamic web site for ASCOM, student clubs, and programs and events.
 - a. Feature meeting spaces and reservation processes to clubs.
 - b. Feature events and programs that express the vitality of the campus.
 - c. Make club officer information accessible online.
12. Hire an additional full-time staff person who is steeped in Student Affairs theory and practice as it relates to student activities and equity.

Community Outreach Services

1. Create an effective system to present and refer students to community resources that were previously housed in Single Stop – CalWorks, CalFresh, Covered California, Tax Aid, Legal Aid, and housing support.
2. Develop partnerships with community agencies and College of Marin offices to provide services to students, particularly considering income status and shelter, which have been identified as areas of high need in the fall 2015 semester.
3. Create web page for community resources and services.
4. Launch a housing portal that features local rental units and shelter/housing.

Student Conduct

1. Develop the Advocate conduct system that houses all COM Care and Incident Reports.
2. Create a matrix that outlines process and procedure for COM Care workflow.
3. Create a matrix that outlines the process and procedure for incident report workflow.
4. Create a manual that outlines using the Advocate system for future administrators in the position.
5. Create and make accessible documents that allow for students to submit COM Care and Incident Reports.
6. Create document that outlines the process for submitting a grievance.
7. Create assessment measures for the student experience through the conduct process.
8. Train and update intervention team members who utilize the Advocate system.
9. Provide ongoing trainings and workshops for faculty and staff about the COM Care system – purpose, benefits, and usage.
10. Create a website for the Standards of Student Conduct that provide transparent documents, forms, links to HR and external sources, and resources.
11. Review and recommend updates to District policies and procedures (APs and BPs).

12. Hire a full-time staff person who is experienced in student conduct, including trainings, intervention programs, peer education programs, and community standards.

How does the program mission tie into the Student Services' and institution's mission?

The College of Marin espouses that students will learn in an environment that provides access for historically underserved and represented populations, and one that is “supportive” and “that promotes social and environmental responsibility.” Additionally, the College has committed to offering options for students to develop skills for transfer to a four-year institution, career, lifelong learning, and community and cultural enrichment.

SAA is the branch of the College that offers students the opportunity to engage and learn beyond the classroom (Student Activities) and also understand accountability, responsibility to self and others, as well as, constructively learn from ones actions (Conduct). While multiple areas in the College provide opportunities, SAA considers the leadership development and skills that come with involvement with clubs, programs, events, and workshops, and ASCOM. Examples include serving as an officer in a club, or designing and implementing an event. These opportunities allow for students to gain valuable skills that can be translated to the four-year college experience and/or profession. The dialogue and interaction that students have across identities and cultures in clubs, at events, and/or as participants in sessions, such as the Student Success Speaker Series, encourage students to gain insight and tools that are necessary in a society where individuals are more conscious and mindful of working effectively across different identities.

Briefly describe the program and services it provides in order to achieve its goals and SLOs?

Programs and services that are currently offered that achieve the Student Services SLOs (listed below) include the Student Success Speaker Series - a series of sessions offered weekly about topics that affect student success, such as overcoming math anxiety, support services for homelessness, healthy relationships, balancing academic and personal life, and tips and tools for effective study habits. This series is collaborative in nature with presenters from different College offices and programs, as well as, community partners in the greater Marin Country.

In addition, the Office provides online resources for free tax aid, legal services, shelter and food pantry services in the Bay Area, and offered a Tax Preparation Saturday event on February 27, 2016. The Road to Success and Welcome Week events also provide students with the opportunity to engage with faculty, staff, and programs to get connected with over 18 different services and departments present. 230 students participated in the fall 2015 event and of this group 112 filled out an evaluation about their experience. Approximately 97% shared that they strongly agreed or agreed that the information at the Road to Success was helpful and 98% shared that they strongly agreed or agreed that they better understand the services and

resources available to them at COM as a result of their participation. All services, programs, and resources were named when students were asked about which ones they would take advantage of, and EOPS, Tutoring, Drama, the Library, and Transfer Services were especially highlighted by the students.

Considering the community college system wide push and the Colleges commitment to **equity**, the programs and services outlined here work to enhance **access** for historically underrepresented students to effectively gain tools and exposure to plan for their semester and future goals - career preparation and or transferring. ASCOM also serves an important role in encouraging student involvement, skill development, and leadership development through ClubFest, connections to Participatory Governance, and the Inter Club Council (ICC).

Finally, the Conduct process is a healthy avenue for students to practice self-advocacy and self-initiative because of the educational approach that is used to support students in understanding behavioral responsibility and accountability. The intervention based model that is in place where students are outreached to and met with by an academic counselor, psychologist, health services, conduct officer, or dean is grounded in the goal of **student success**. During successful outreach meetings, students are provided with guidance and coaching, including recommendations for a myriad of appropriate resources and support – at the College and at times in the community - to get them back on track to degree completion or transferring.

Between July 31, 2015, and March 28, 2016, 127 COM Care reports were filed by faculty and staff. 78, however, have required follow-up and a large portion have been categorized as “disruptive behavior” (approximately 31%) or “other” (approximately 35%), which often times warrant a follow-up for psychological/mental health concerns and or homelessness. Additional concerns that have been steady include “social adjustment,” “mental health,” and “academic concerns in class or on assignments.” Additionally, approximately 38 incident reports have been reviewed and responded to between July 31, 2016 and March 28, 2016. Outcomes include “not responsible,” written reprimand, educational sanction (ex. Reflection letter), or long term suspension (five students).

It is important to note that the majority of cases of the 127 COM Care reports and 38 incident reports have intersected with students exhibiting or demonstrating serious mental health concerns. These cases require weekly attention, primarily by the Office of Student Activities & Advocacy, COM’s Psychologist Dawn Cureton, and Student Accessibility Services. On average, the Director of SAA spends 12 – 15 hours on Conduct. This does not include the need to review policies and procedures, updates to the COM Care system, or inputting files and documents from meetings with students, and email correspondence with faculty/staff/students.

While the Office strives to meet the Student Learning Outcomes for every student, it is critical to include that there are significant challenges and barriers when there is limited staffing in the

offices that are tasked with providing the follow-up, being proactive to support the students, and providing education about mental health and behavior concerns to the college to meet the learning outcomes for **student success**.

College wide Learning Outcomes - Student Services 2015

- Identify and use **college resources** that support student success.
- Identify and commit to **educational goals**.
- Develop **effective planning skills** that support educational goals and lifelong success.
- Demonstrate **self-advocacy/ self-initiative**.

Describe barriers that students might have in accessing your services.

The limited staff of the Office creates a significant barrier in accomplishing the goals outlined in the “goals of the program” section, including providing consistent access to services. While significant work has been accomplished in past years, the evaluation of the current model, specifically taking into consideration the expansion of responsibilities and oversight, highlights serious gaps in the infrastructure. The Program Review on file from 2012 primarily focused on ASCOM and leadership, and while this is a part of the portfolio of this Office, it is one portion.

The current staff structure – Director and one Administrative Assistant – limits availability and accessibility when individuals need assistance and support. There are multiple programs and events - ASCOM meetings and conferences, external community partner meetings, committee and college leadership meetings, administrative conduct meetings and hearings, and day to day operations, database management, and tasks. As such, the Director is the primary student affairs professional in the Office who is responsible for being present for all events and programs produced by the Office, which often times conflict and overlap – this creates challenges as one person cannot be in two places at one time.

The current structure has a direct impact on the accessibility students have to the services when they need a person to speak with to better understand the resources, policies, or procedures as it relates to the conduct process, involvement, support, and referrals to community resources and services, such as shelters and legal services.

Additionally, there is a need for clubs to have a common space to build community. The current space that is allocated for ASCOM, the Director, and Administrative Assistant does not allow for a “hub” for students to come together. To have a space would be beneficial to developing the involvement and interest of COM students, and in turn, would create access to the Office even when programs or events are occurring.

Describe retention/intervention strategies that you use to increase student success.

Student Activities:

The ASCOM executive board members went through a day long training at the beginning of the fall 2015 semester to prepare them for their leadership roles and student senate responsibilities. They were exposed to parliamentary procedures and student government regulations during this training. Additionally, the board learned about their leadership/communication styles through an exercise called *True Colors*, as well as, those of other board members so to create a cohesive team that effectively works together. The board will be participating in a winter retreat in preparation for spring 2016.

The 11 ASCOM board members also meet individually with the Director of the Office – the President meets weekly and each board member meets monthly with the Director to discuss their projects, upcoming events and planning, issues and concerns, and personal and academic wellness, if needed. This is also an opportunity for students to check in about their progress in classes and any issues that may be arising – grades are checked each semester to confirm eligibility for their position.

As it relates to the larger COM student body, there have been a host of events and programs offered by SAA and ASCOM with the intention to engage students through providing opportunities for learning skills, tools, and resources that are relevant to them. Such opportunities include, Welcome Week events, *Student Success Speaker Series*, and social events hosted by ASCOM. The purpose for creating a variety of options is to draw in students from different angles that meet them where they are at.

From the participant numbers, it is clear that students have participated and taken advantage of the opportunities. The most popular events were *Road to Success*, which featured academic departments and campus services and larger ASCOM events that have a social aspect to them – *Fall Kick-off*, *Constitution Day Trivia*, and *ClubFest*. The partnerships have been helpful in exposing students to different resources and services at COM.

In total, 21 opportunities were offered.

Please see the table below for date, event, number of participants, and collaborations with additional campus offices/departments or community agencies.

Fall 2015

Date	Event Title	Attendees	Sponsorship
8/12/15	ASCOM fall retreat	11	Student Activities
8/24/15	ASCOM Fall Kick off and tabling	200+	ASCOM
8/25/15	Road to Success	146	Student Activities
8/25 -8/26	Jump on the Bus	-	Marin Transit
8/26-8/28	Vendor Fair	-	Student Activities
9/17/15	Constitution Day Trivia	200	ASCOM
9/17/15	Constitution Day – <i>Selma</i> viewing	14	ASCOM
9/30/15	Student Success Series – <i>Study Skills</i>	15	Caitlin Escobar – Counseling

10/7/15	Student Success Series – <i>CalFresh</i>	10	CalFresh
10/13/15	ClubFest – KTD	150+	ASCOM
10/14/15	Student Success Series – <i>Leadership & Involvement</i>	14	Student Activities
10/15/15	ClubFest – IVC	35-40	ASCOM
10/21/15	Student Success Series – <i>Hooking up, Hanging out</i>	19	Center on Domestic Peace
10/26/15	KTD Halloween Celebration	70-75	ASCOM
10/28/15	IVC Halloween Celebration	45-50	ASCOM
10/28/15	Student Success Series – <i>Math Anxiety</i>	9	Andrea Wang – Math Dept.
11/4/15	Student Success Series – <i>Balancing School and Personal Life: Tips for Success</i>	11	Troy Stevenson – Counseling
11/18/15	Student Success Series – <i>Undocumented Immigrants: Support and Resources</i>	12	Canal Alliance
11/18/15	IVC Harvest Lunch	80	ASCOM
12/1/15	IVC Relaxation and Grilled Cheese Day	45	ASCOM

Conduct:

In the conduct section of SAA, the greatest interventions and retention strategies that have grown stronger are through the COM Care system. Using the intervention team model, which includes members from the Counseling staff, COM Psychologist, COM Police, Student Accessibility Services, and Dean of Student Success has allowed for a high touch approach to connecting and supporting COM students. Depending on the report that flows through the COM Care system, a student will be outreached to within a week of the report being submitted by a faculty or staff person. The outreach includes an invitation for a student to meet with a member of the intervention team to get at the heart of the issue or concern, with the hope of getting the student back on track for successful completion of the semester, for transfer, and/or graduation.

In terms of incident reports, all reports are funneled to the Director of SAA. The educational philosophy and approach that has been taken has been helpful in making a connection with students who have violated the Standards of Student Conduct. Using a Harm Reduction model, which focuses on the behavior of the person and not necessarily on the personhood of an individual, has reinforced for students that the College is a place for learning in and out of the classroom, even when standards have been violated. An example of how this approach has been effective is the fact that students who have gone through the conduct process in the fall 2015 semester remain connected to the Office, or to another Office such as Counseling - including the College Psychologist Dr. Dawn Cureton - and many continually stop in to share their progress over the semester and seek assistance.

Is the program required to meet special regulations/standards? Describe.

ASCOM must follow the FCMAT (Financial Crisis & Management) standards for Student Governments. This manual outlines appropriate spending of student funds for K-12 schools and

Community Colleges. For details about financial management, please visit <http://fcmat.org/wp-content/uploads/sites/4/2015/09/2015-ASB-Manual-final-interactive.pdf>

In addition, the Student Conduct process remains in line with California Educational Codes and is regulated by College Administrative Procedures and Board Policies. Specifically, BP 5500 (Standards of Student Conduct) and AP 5520 (Student Discipline and Due Process) are most often referred to and used.

List all staff members in the program – names, titles, classification, FTE equiv., qualifications, and funding source.

Name	Title	Classification	Qualifications	Funding Source
Sadika Sulaiman Hara	Director	Management	M.Ed.	College
Vickie Lamke	Administrative Assistant	Classified Staff	HS Diploma	College

What are the demographics of the students in the program and how do these demographics compare to the overall college population?

The demographics of the ASCOM Board Members is representative of the College of Marin population.

African Am.	Asian/Pacific Islander	Chicano/Latino	Native Am.	White	Female	Male	Transgender
1	3	3	0	4	6	5	0

Demographics were also captured for the Road to Success Welcome Week program.

Native Am.	Asian/Pacific Islander/Desi	African Am.	Chicano/Latino	Native Hawaiian	White	Male	Female	Gender Non-Conforming	Transgender	Vet
3	28	19	57	1	47	45	56	1	0	1

How is the student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

The nature of the programs and events that are produced through SAA are a one-time offering, therefore, tracking student progress is not relevant in most cases.

That being said, the progress of the students who serve on the ASCOM Board is tracked from first to second semester, specifically, looking at how many return, as well as, their development in leadership, identity development, and cross cultural communication skills. This year, we are fortunate to have all 11 members of the Board continue from fall 2015 into spring 2016.

An assessment has yet to be done following the winter planning retreat in December 2015.

Based on the information above, what changes or new initiatives would be enacted to improve the program and meet your goals?

The primary area of improvement that has been identified is increasing attendance and awareness of the Student Success Speaker Series. Topics for this Series have been reviewed and adjusted for the spring 2016 semester with hopes to have more appeal for students across the College. Additionally, a consistent area that has been identified that needs improvement is student involvement in the Participatory Governance system as student voice is minimal on the various Committees. Finally, student involvement in clubs is also an area of improvement. This has been identified as an on-going issue in previous program/SLO reviews for “Student Affairs.”

Given the current budget environment, what efficiencies do you see within the service area that could result in reduced costs but improved services?

SAA is producing more offerings (with the increased portfolio) with a reduced budget since monies for the COM Card are now housed in the Cashiering Office who is responsible for issuing the COM Card. The Office is working efficiently given the circumstances.

Based on recommendations above, what resources will the program save, reallocate or require to accomplish its plan and meet its goals? (Resources, timelines, partnerships, staffing, equipment, facilities, etc.)

As outlined in the “barriers to accessibility” section, SAA is in need of additional FTE who specialize in student development/student affairs with experience in student activities, conduct, and leadership development, as well as, student accountability and behavior intervention using social justice, equity, and harm reduction frameworks. While SAA has been functioning with two FTE (Director and Administrative Assistant) over the years, to continue developing partnerships with on and off campus offices and organizations, and managing operations for student activities with the additional load of the Conduct process – COM Care system process and management, incident report adjudication, grievances, mental health concerns, faculty support, and trainings; the current office staff structure is unsustainable for the portfolio set for the area.

Additionally, increased funding for commencement is an area of need. The cost for rentals, diploma jackets, and interpreters is on the rise. This year SAA has had to move around funds

from “office supplies,” “travel,” and “personal services” to accommodate the increased cost. This will take the SAA budget to zero, with no room to order for day to day needs should they arise.

With the College of Marin working towards equity and access, resources are critical in this area. SAA is tasked with creating opportunities for students to find belonging, explore their multiple diverse identities, to develop leadership tools and skills for personal and professional success, engage in critical conversations about accountability and responsibility as it relates to the conduct process and participatory governance; and to provide avenues and referrals to community resources and services.

Evaluation

What changes were made to the program in the last year based on the recommendations made by the last program review? Please describe.

A program review was not submitted last year due to the absence of a Director of SAA (formally known as Student Affairs), therefore, there were no recommendations made. The recommendations from 2012 (the last SLO review), however, indicated that students needed to be made aware of college resources and student clubs much earlier in the semester. As a result, The Road to Success and ClubFest occurred in mid-August and mid-October this year. The turnout for both events was quite high and the response from students, specifically about the Road to Success was resoundingly positive as demonstrated by the survey results outlined in the *Briefly describe the program and services it provides in order to achieve its goals and SLOs* section of the program review.

What if any were the barriers/constraints the program faced when implementing those changes?

Again, the challenge that we continue to face is limited staffing. I also share this concern about our only Psychologist on staff, Dawn Cureton, specifically because I, along with the Academic Counselors, rely on her heavily with most students who come through the COM Care system. She is regularly scheduled and cannot see students for weeks at a time, which is problematic should we have a full blown crisis at the College. More staffing is critical for her as we grow COM Care.

While SAA’s events and day to day COM Care interventions have been successfully executed and responded to, there is always a constant need to put one area of the office on “hold” to follow through with a program, issue, or event. This is particularly difficult when Conduct has specific timelines, parameters, and deadlines due to Board Policies and Administrative Procedures.

Based on data, how effective was the change in improving program performance in student retention, success, and progress?

Data has yet to be collected to show any long term trends.

What was learned from these changes that would facilitate future program improvements?

n/a